

## Summary Report - Jun 4, 2012

Survey: Anonymous end-of-semester evaluation of PPol 749/CrCrTh 649

1. Start with an evaluation of yourself Think about your personal goals in taking this course -- Did you achieve them? How would you have proceeded differently if you were doing this course again? What have been your major personal obstacles to learning more from this course?

Count	Response
1	I am not sure that I had terribly specific goals for this course. It sounded interesting, so I signed up. I did want to learn more about how policy changes get made surrounding scientific issues, which I think I do have a better sense of. I also found the sections on the democratization of science very interesting. I really enjoyed the mapping activity and the points that were made about marginal vs vocational amateurs. When more guided instruction was given, I generally found it to be quite useful. This is not to say that i did not enjoy the PBL, just that it would have been nice to have a more equal mix of both. My major obstacles, aside from my course load this semester, were probably those that stemmed from not really having specific goals for this course. I often had trouble connecting the topics to my personal and career goals. I also feel that I am not as proficient as I probably should be in conducting research.
1	I mostly sought to provide good teaching support and to share my learnings and experience from my previous participation in the course. I didn't dedicate as much of my time to re-reading or attempting to explore the cases again, which was something I had intended to do.
1	Personal goals: I was curious after reading what this course was about. I achieved my goals about learning more about Science. The course made me want to learn more about Science. Personal Obstacles: Working, responsibilities at home, and health issues were my biggest obstacles.
1	I achieved many of my personal goals in taking this course, gaining a better understanding of the democratic systems influence policy/decision making and developing methodologies for approaching politicized issues. If I were to do the course again, I would have taken fewer courses at the same time to allow further inquiry into the topics and more time for reflection and cohesion of thought process. And I would have worried less! The biggest obstacle for myself this semester was getting past a lack of confidence in my abilities stemming from being out of school for many years and jumping into a course usually intended for a time later in grad studies.

1. Self-evaluation (continued) What have you learned about what you have to do to make an online course stimulating and productive?

Count	Response
1	I didn't participate online, but the initial start-of semester technical issues were a bit disruptive. I feel as though they worked out.
1	I need to engage with people more outside the classroom setting and take initiative with engaging the instructor when I have questions. I also need to spend some time inquiring about elibrary and other resources to assist distance/online learning.
1	It is important to keep up with the course work and attend the online classes unless you can make it to class in person.
1	I do like that there was a lot of discussion between classmates who were in person and at a distance.

2. General Evaluation of course What was special about this course (+positive and/or -negative)? How did the course meet or not meet your expectations? In what ways do you think this course could be improved?

Count	Response
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1	I like the learning explored and shared by the participants via the PBL method. As always i gained new insight. I'm not sure if the dialogues always worked. At time they lacked energy. However, prepping with material before the fact was useful. I liked the idea of the mini-lecture, but it seemed like a lot of information in a short period of time. Definitely finding ways to encourage outside reading to engage the Diigo entries. I could be that this activity is not clearly linked. I like how the reading prompts for a dialogue session in 693 was pretty successful. Perhaps it could work here.
1	The PBL approach was initially daunting, but I came to fully appreciate the benefits of inquiry and formulating something to share with others... and learning from everyone else's differing inquiries. Perhaps different/future technology will help improve the interface of distance learning all together? It also really helped to have Felicia there to translate meaning on occasion... and it helps when Peter takes time to explain thoughts completely.
1	Special about the course: The diversity in topics kept it interesting. The course met my expectations because of the diversity. I used to think of Science being boring. I don't find that's the case anymore. The course might have been improved by having more time for the cases.
1	I thought that all of the topics covered were interesting and I enjoyed the flexibility in choosing individual topics for the PBLs. I had some trouble narrowing those topics down and focusing on a specific thing for each case, though, because of a lack of general background knowledge. I would have liked if there had been some more direction provided in each content area.

2. General evaluation (continued) In what ways did your attitude to doing the course change through the semester? How does it compare with other graduate courses? What would be your overall recommendation to prospective students?

Count	Response
1	At first I thought maybe I was in over my head. But as I read and did the case work, I understood more than I thought I would. It is a little more involved than some of the other graduate courses. My recommendation to prospective students is to keep an open mind and do the assignments.
1	I don't know that my attitude really did change throughout the semester. It is certainly more self-guided and process oriented compared to any other courses I have taken. If I had to make one recommendation to prospective students it would be to go into this course both with an open mind and a clear understanding of what they hoped to get out of it.
1	I think I got better insights or thinking into the process and teaching components. The challenges of combining online and real world classroom settings continues to be a challenging concept. I continue to think that these methods have greater impact. I would recommend to prospective students but also let them know that process is as important as content and to be prepared to be really engaged.
1	I was excited but frightened at first... the most important thing to remember is to trust it will work and do the required work. Use your personal motivation as an asset.

3. Evaluation in relation to the course description Read the course description/goals below. Comment on how well the goals expressed in the syllabus were met. Make general and specific suggestions about how these could be better met. "Prior to WW II, the American government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in American life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments, including the commercialization of academic research, raise important questions about the appropriate role of science and scientists in a democracy. In particular: How can we reconcile the need for scientific and technological expertise on the one hand, and for the democratic control of science on the other? We consider different theoretical approaches to this issue, and illustrate the dilemmas it poses with a number of empirical examples. After an introductory session in which you identify their personal intellectual and professional interests and are introduced to "Project- (or problem-) based learning" (PBL), the course consists of four 3-session PBL units. The PBL approach allows you to

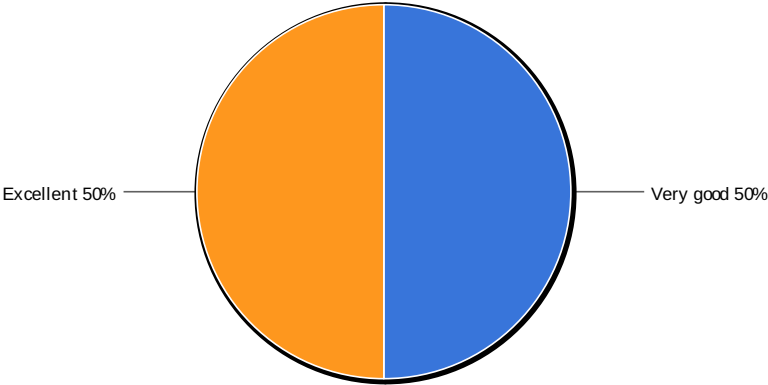
shape your own directions of inquiry and develop your skills as investigators and prospective teachers. Your inquiries are guided by individualized bibliographies co-constructed with the instructor and informed by the projects of the other students."

Count	Response
1	I would have liked if we had skipped case 1 and gotten a better historical over view of some of the issues referenced. For example, how the role of science changed after WWII and what the consequences (intended and unintended) were. I know that there was some of that within the PBL units, but I often felt as if I was trying to find a foothold in thin air. I didn't feel grounded in a basic understanding of the history.
1	I think more time should have been spent on the period right after WWII and how we accepted the defection of German scientists. Although it was a smart move on the part of the U.S. it shows how governments make decisions based on "what's in it for them".
1	I know sure the first part of the course really explored how WWII and the Cold War transformed the role of science. I do think the rest of the description holds very true. Perhaps there is an updated way to state this or not link directly to WWII and Cold War -- this is specifically true in that we didn't use the Dickenson book this time round.
1	I have to admit, when I first read the course description I did not understand what the course was really about or how we were going to engage the goals. But I think this is mostly because I was not familiar with much of the language of Science and Technology Studies and because I was nervous about this being my first engagement with the concepts in a graduate class. But in the end, I feel we met many of these objectives. The one remaining question that seems to surface for me yet is how to engage and overcome the many obstacles we discovered to the democratization of science and the balance you speak of.

4. Synthetic statement (1 or 2 paragraphs) Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.) Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses. Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

Count	Response
1	This is a very self-guided course with lots of room for discovery, growth, and building on personal interests. Yet while these are strengths of the course they will also present challengers for any learner. Future students will need to be prepared to be challenged not just by the content, but also by the course format and structure.
1	The Scientific and Political Change course allowed me to explore more deeply the role of inverted pedagogical approaches in the exploration of graduate level thinking on science, policy and public engagement. The course successfully integrated on-campus and at-a-distance students in a the exploration of important topics that span across scientific, public and policy environments. Technology and testing out of new methods did bring some tension and frustration, but not too difficult remedy. The use of PBLs continues to be a strong way to demonstrate and build knowledge. Finding a way to ground these PBLs in some of the theories of concepts of STS would be a bit more helpful. The class had an nice learning community feel which is not easy to find elsewhere. FELICIA
1	This course has something for everyone whether you are interested in agriculture, advocating, or policy in general. Science covers many areas and there are many things of interest to researchers of all kinds.
1	I would encourage students to engage outside of the classroom meetings to support each other's research and development. I found some of the most valuable time spent was in dialogue around the concepts we were learning and then in hearing presentations. While this course demands much of your own initiative and follow through, you learn so much more in this class than a typical learning environment that you will be able to use and take with you into your continued studies and engagement.

Using the scale below, how would you rate this course overall?



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Value	Count	Percent %
Poor	0	0.0%
Good	0	0.0%
Very good	2	50.0%
Excellent	2	50.0%

Statistics	
Total Responses	4